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Four main considerations are basic to developing a program to prepare urban teachers: the degree to which the program is individualized, the nature of the personal models exerting influence on prospective teachers, the degree of freedom offered prospective teachers in their professional laboratory experiences, and the nature of the help received by first-year teachers in urban schools. With these considerations in mind, perhaps the most fruitful approach for determining the content of teacher preparation is to describe thoroughly what successful beginning teachers do. From observing the performance of successful teachers in urban schools, six areas of study about teacher behavior may be determined: the nature of subject matter (enthusiasm), the nature of children and youth (organization), the nature of the educational setting (respect), the nature of the process of learning (standard-setting), the nature of teaching (listening), and the nature of self (introspecting). Based upon this analysis, five courses are proposed as the professional sequence for urban teachers: educational foundations, urban studies, observation and analysis of teaching, educational research, and methods and media of teaching. Suggestions for offering the professional sequence must focus on the nature of the involvement of college and public school personnel in the joint effort of teacher preparation. (Author/SG)

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The Professional Sequence for Preparing Urban Teachers

Martin Haberman*

Many teacher preparing institutions have a long history of offering their students field work in schools serving the urban disadvantaged. Nevertheless, large numbers of beginning teachers are uncommitted or ill-prepared for service in these schools. In order to recruit, prepare and retain larger numbers of students who will be successful beginning teachers it is necessary to (1) make changes in the program and character of the urban school, thereby modifying the role of the teacher and (2) develop programs of teacher education which are appropriate for future teachers of the disadvantaged. Although the discussion which follows will deal with only the program of teacher education, it is necessary to note that such preparation cannot be appropriate if it is intended merely as training for schools as they presently exist. Schools must themselves be engaged in a constant process of modification and improvement and teachers must be prepared who can participate in and initiate such change.

There are four critical characteristics of the teacher education program which determine its influence on students. These will be discussed before proposing the actual content of the professional sequence. Following the overview of the professional sequence, suggestions are made regarding important conditions which affect the process of offering the proposed program.

Characteristics of the Program

The degree to which a future teacher is influenced by his program of preparation is not simply a matter of the courses he takes. It is instead a function of four factors that can free him to learn or block his development as a teacher: (1) the degree to which his program of studies has been individualized, (2) the intensity of his contact with individuals whom he perceives as professional models, (3) the degree of freedom he has had in the course of his professional laboratory experiences and (4) the nature of the help he receives as a first-year teacher in an urban school. These characteristics of the teacher education program directly influence what students learn, the attitudes they develop related to this learning and their ability to translate knowledge and feelings into practice.

Individualization. The process of individualization is not only the means by which the student is pushed to the limits of his ability, rather than run through a stereotyped series of mazes, but the means by which he has been made to feel personally involved and committed to the cause of education. In this area much can be learned from the training program for peace corp volunteers in which large numbers are prepared - but in small groups that stress the individual's commitment to his peers and to a great social cause. During their training peace corp volunteers are task-oriented

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rather than grade-oriented. They are learning particular skills and acquiring knowledge that will be immediately useful, rather than completing a series of courses for which they might see no purpose other than that these courses are required for certification or graduation. Their drive and motivation is internal rather than superimposed. But most of all, their preparation is perceived as the beginning of a period of temporary service rather than the completion of a series of accomplishments for which one is forever certified as a skilled practitioner. Other important factors are living and working together during the period of preparation and the total spirit of commitment that develops when an individual identifies with a group that he perceives as self-enhancing. The preparation of dedicated teachers can also result from a similar demonstration of concern for the individual pre-service student's needs, his perceptions, his problems, his abilities, and his contributions.

Focusing on the individual is not only an effective means of developing the commitment needed by teachers of the urban disadvantaged, it is also the best process for teaching students the concepts they will need to know and apply as beginning teachers. Examples of the questions which must be answered by programs preparing urban teachers are: Are the course requirements the same for all students regardless of their age, experience, previous coursework, or actual knowledge? Within given courses are the assignments the same for all students? Are the courses planned to be the same length for all students? Is the period of student teaching or internship the same length of time for all students? The basic point here is that rather than making special provisions for one or two individuals who are grossly different from the main body of students, all students should have "special" provisions made for them. The "regular" program should be characterized by the irregular manner in which it is offered to various students. This is not to say that there is no body of professional knowledge and behavior which is common to all teachers, but to recognize that students preparing to teach begin at different points, learn in various ways, and proceed at different speeds.

The education of a teacher is a process whereby each individual is offered numerous personal choices as he lives through a variety of experiences. Hopefully, this process results in his coming to terms with himself. There is, therefore, no mass method for preparing teachers. Any proposed program regardless of size, must be organized to effect change in each student.

Professional models. Substantial research evidence indicates that few students are changed in any important ways as a result of going to college.[1] Some experts explain this condition by pointing to college curricula which do not try to help students see purpose and application for their studies. Others point to the lack of commitment among students themselves. In summarizing his recent study of college students one researcher states:

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[1] H. Webster, M. B. Freedman and P. Meist. "Personality Change in College Students." The American College (M. Sanford, editor) Wiley and Sons, New York: 1962.

> The real problem on American campuses are students who don't riot—or do anything else...Most students today are apathetic. The great unsolved problem is the student who doesn't do anything except go to class and go home... American campuses are flooded with students indifferent to intellectual questions and interested only in getting degrees as passports to good jobs.[1]

The faculty whom the student encounters can affect his enthusiasm, his values and his ways of seeing and knowing. As a result of working closely with college and public school personnel, many students preparing to teach merely reinforce their preconceptions and stereotypes; others actually change in the way they view school situations, in their conceptions of the teacher's role and in their perceptions of themselves as teachers. The most effective means for helping students to change is to place them into contact with mentors and guides—regardless of what they teach—who are themselves actively engaged in the process of searching, growing and changing.

College students preparing to teach in urban areas cannot be left in a state of apathy. On the contrary, they more than any other students must be influenced to become involved as active participants in the cause of educating the disadvantaged. Since contact with persons who can serve as models is an important means of effecting student change, it is necessary to secure professional, dedicated college and public school staff who believe in the particular urban teacher education program being offered and who will influence students under their aegis to take on similar values.

Freedom. In addition to an individualized program of studies and an opportunity to associate with positive personal models, students preparing to teach must have much direct experience in working with youngsters. The classrooms and schools in which students do their field work can be real "professional laboratories" only if students have the opportunity to experiment, to try, to test; to find out what will not work for them as well as to emulate the proven methods of their supervising teachers. This period of actual participation with youngsters (observation, tutoring, assisting, student teaching, interning) is one of the few times in their college careers that students can become actively and totally involved in the process of learning. Educators responsible for planning programs of teacher education must decide in which experiences students will be truly free to learn and at what point they must demonstrate the minimum competencies required of a beginning teacher. Unless this is done there can be no conscious planning regarding the areas in which the student is permitted to explore, to fail, to reflect, to try again.

One of the persistent problems related to field work is that there are never enough good cooperating personnel with whom to place students. Finding able, experienced teachers to work with students is an even greater problem in schools serving the urban disadvantaged since these schools frequently have large numbers of beginning teachers who cannot yet be given the responsibility for supervising others. It is an unfortunate paradox that the very schools which can serve as the best learning laboratories for

educating urban teachers are frequently lacking in the personnel to help prepare the teachers needed for these schools. Since students must often be placed with less able teachers it becomes imperative that they be guaranteed the freedom to explore methods and materials which go beyond the practices of their cooperating teachers.

In addition to actively involving students and to pushing them beyond the level of the personnel who help to prepare them, there is a third important reason why freedom is an essential characteristic of the teacher education program. Once we admit that traditional school curricula must be changed and made more responsive to the backgrounds and needs of urban disadvantaged youngsters, then we must also recognize that future teachers must be prepared in a manner which encourages them to initiate and participate in change. One effective means of preparing students for service in dynamic, changing schools is to offer them the freedom to change at least their own behavior as students. Nothing will undermine student initiative and their potential value in schools serving the disadvantaged as will direct experiences which lead them to perceive that following directions, emulating others and not "rocking the boat" are the behaviors of successful teachers. To prepare teachers to practice methods which are presently unspecified, with materials not yet developed, in schools which are still to be conceived, they must as students be offered wide latitude and encouraged to be unrestricted inquirers into the processes of teaching and learning.

Help. Student teachers, interns and first-year teachers inevitably reveal many areas in which they need to develop further. Most of these needs should not be viewed as deficiencies but as the natural shortcomings which can be anticipated in learning the very complex process of teaching. It is crucial that students and beginning teachers learn more than a feeling of inadequacy in handling the problems which naturally arise in working with youngsters.

If the teaching, supervision, or guidance offered to students during their direct experiences are perceived as judgmental rather than helpful then little thinking and learning will take place. Present practices which require the same college personnel who serve as helping persons to also grade, recommend and certify, force students to become focused on pleasing those whose judgments can control their careers. It is not difficult to imagine why students do not readily reveal their needs and make themselves even more vulnerable in a situation which is so thoroughly judgmental. Newer programs of teacher education have experimented with relationships which place students into contact with individuals who offer only help; judgmental decisions are made by others.

The same problem of separating help from judgment-making is magnified during the first year of teaching. The principal or supervisors who are expected to really help the neophyte cannot be the same individuals who rate his competency and compare him to others. If the same individual performs both functions it is unrealistic to expect the beginning teacher to be honest about his problems and needs. But even more important, the beginning teacher with problems may view himself as inadequate when he should be encouraged to regard his situation as normal.

The first year is an especially vital period in which to really help the teacher. The beginner is naturally faced with the immense task of reconciling the gap between theory and practice but with suddenly assuming a great deal of professional responsibility.

The notion that it is only "fair" for all teachers to have the same responsibilities is indeed unfortunate. The beginning teacher, particularly in an urban school serving a disadvantaged population, needs fewer pupils, fewer pupils with extreme problems, more planning time, fewer extra duties and more opportunities to observe and to be observed than the established, veteran teacher. Most of all, he needs real, on-the-spot help with his problems from someone in a non-judgmental role.

A major goal of teacher education is to free the student to think creatively about real problems. If the individuals with whom he works do more judging than helping, thinking will be curtailed. It would be unfortunate for teacher education if most judgments about students were made in the period when they could potentially change most - during their professional laboratory experiences and their first year of teaching.

The Professional Sequence

A group of expert teacher educators attempting to specify the ideal preparation for teaching included the following elements:

1. A liberal education geared to the general problems of living in the present century.
2. Specialized preparation which includes the content, method and structure of a discipline, particularly as it relates to teaching.
3. Professional education which adds:
   a. Insight relative to learners and the learning process
   b. Understanding of the contributions and potential of various types of educational programs
   c. A commitment to continuous learning and a sharing of learning with others
   d. Skill in teaching and the use of instructional materials
   e. An understanding of the process of changing curricula
   f. Skill in the use of research
   g. Growth in assuming the responsibilities of a member of the teaching profession.
   h. Growing competence in interpreting education to the community.[3]

More recently, other teacher educators studied research related to the actual behavior of successful teachers, consulted with theoreticians on the nature of conceptual learning and suggested that preparation for teaching include study in five areas: Analytical study of Teaching, Structures and Uses of Knowledge, Concepts of Human Development and Learning, Designs for Teaching-Learning, and Demonstration and Evaluation of Teaching Competencies.[4]

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[3]Margaret Lindsey (editor). New Horizons for the Teaching Profession. A Report of the Task Force on New Horizons in Teacher Education and Professional Students, 1961. Washington, D.C.: National Commission on Teacher Education and Professional Standards, NEA, 1961. Chapter 4.

[4]Herbert F. LaGrone (Director). A Proposal for the Revision of the Pre-Service Professional Component of a Program of Teacher Education. A Report prepared as part of Teacher-Education and Media Project. AACTE, Wash.D.C., 1964.

The most fruitful approach for determining the content of teacher preparation is to begin with a thorough description of what successful beginning teachers do. These behaviors could then be analyzed in order to determine the nature of the knowledge and attitudes from which they are derived. Once the knowledge and attitudes which serve as the sources of the teachers' behaviors are known they could be taught to students. This approach of beginning with an analysis of teaching behavior is diametrically opposed to the present practice in most teacher preparing institutions where it is assumed that if a student studies educational foundations, learning and teaching methods he will naturally gain the knowledge and attitudes needed to perform successful teaching behaviors.

The program description which follows, therefore, does not propose a set of college courses. Instead, it suggests six areas of study which are derived from observing the performance of successful teachers in urban schools. These are: The Nature of the Subject Matter; The Nature of Children and Youth; The Nature of the Educational Setting; The Nature of the Process of Learning; The Nature of Teaching; and The Nature of Self. Following is a brief description of teacher behavior in each of these areas. These behaviors are offered as examples and not as an exhaustive review of the behaviors which account for success among beginning teachers.

The Nature of the Subject Matter

All teachers must have a thorough knowledge of their subject matter, the way it is organized and the processes by which new knowledge is added to the field. But these are minimum requirements. The critical behaviors in teaching relate to the ways in which pupils are helped to see purpose and meaning in what their teachers would have them learn. One factor which seems to account for much successful pupil learning is the teacher's enthusiasm.

It is evident that the teacher's enthusiasm for some discipline, topic or area of study is often contageous. The critical element in determining how much pupils learn does not seem to be inherent in the subjects themselves, in the manner in which they are organized, or in the basic ideas which characterize these disciplines. The most important determinant of how much pupils learn seems to be the degree to which the teacher demonstrates that he thinks the material is important and that he values it and regards it as useful.

The same phenomenon of teacher enthusiasm seems to be true for teaching processes of learning related to particular subject matter. In cases where teachers value the problem solving approach, inquiry training or any other particular method of learning, the pupils soon adopt the processes favored by the teacher.

The problem of making teachers competent in their subject matter, therefore, is at least three layers deep. First, they must be helped to learn a great deal about the content and methodology of the areas in which they propose to offer instruction. Second they must develop skills related to helping others see value and meaning in this material. And if a key teacher behavior related to the transmission of subject matter is the teacher's behavioral demonstration of enthusiasm, then teacher education programs must be designed to include this behavior as an objective of the preparation.

The Nature of Children and Youth

All teachers should have a thorough knowledge of the stages of development which characterize youngsters' growth, with particular emphasis on the age groups with whom they work. In addition to this general knowledge, however, teachers must know the specific maturity levels of the pupils in their classes. Such knowledge is necessary for organizing the classroom. The work of successful beginners is characterized by a work situation which is well-organized because it is based on the interests and needs of pupils at particular stages of development.

The classrooms of successful beginners are rooms in which individuals are able to predict the behavior of others: pupils know what they are about and what their peers and the teacher are doing. But more important, pupils seem to know the written and the unwritten rules guiding these behaviors. The ease which seems to characterize the successful situations may also be due in part to the fact that teacher and pupils share common understandings regarding materials and their use. The result of these mutual understandings is that the participants in these classroom interactions have the power to predict their own actions and, to a great degree, the responses of others.

The difference between a rigidly autocratic classroom and a well-organized one which is not harmful to youngsters, is that the latter is based on the teacher's knowledge of growth and development. There must be rules and the rules must be followed. They offer security and enable groups to occupy the same space, use the same materials and work cooperatively. But rules must be in harmony with the child's nature and should enhance rather than work against his development. A well-organized classroom is a behavioral demonstration of the teacher's knowledge of pupils' nature and growth. Programs of teacher preparation must go beyond offering course work in child growth and development and provide opportunities for students to engage in the specific teaching behaviors which derive from such knowledge.

The Nature of the Educational Setting

In order to conceptualize an appropriate role for the urban school and its teachers, students should study the nature of the urban neighborhood. As they become familiar with the life-styles of urban youth they may increase their ability to empathize and to see positive attributes in youngsters who are able to grow in spite of numerous adverse environmental influences. Teachers who are open to the positive characteristics of youngsters demonstrate they believe in and respect their abilities.

The verbal behavior, body gestures, facial expressions and written communications of successful beginning teachers all give clear indication that they believe in their pupils. Their behavior not only indicates that they think pupils can learn the work at hand, but that they have unlimited potentialities. Rather than sentimental, maudlin or condescending behaviors, the work of the successful beginner is characterized by a clear assumption that nothing is too difficult—provided the teacher knows appropriate teaching procedures.

Beginners who do not manifest this belief in their pupils place the blame for learning difficulties entirely on the youngsters, while teachers who believe in their students are willing to assume some professional responsibility for what their pupils learn. Statements such as: "This is good enough work for these kids." or "This is the best you can expect from them." imply that the teacher thinks he knows the maximum which can be expected of his pupils and are examples of a deprecating teacher attitude. Successful beginners give pupils work at which they can succeed but expect them to persistently advance to new levels.

Future teachers should study the school setting in order to gain knowledge and develop attitudes which will help them to demonstrate behaviors of respect for and belief in the potentialities of the youngsters with whom they will work. These teacher behaviors should be included among the objectives of teacher education programs.

The Nature of the Process of Learning

Teachers' behavior should demonstrate that they can implement principles of learning in their work with pupils. One kind of behavior which shows such teacher understanding relates to the standards of work which are established in the classroom.

Successful beginners frequently set more than a single expectation for a group; there are varied expectancies for different youngsters. Behaviors which lock a class together (e.g. giving the total group the same assignment to be completed in the same period of time; using the same reading material with a total group; explaining, giving information and discussion with the whole group) are less frequent among successful beginners than behaviors which establish multiple standards (e.g. giving assignments on a variety of levels to be completed in different lengths of time; working with individuals and sub-groups within a classroom; allowing pupils to make choices and participate in decisions related to their assignments.)

The essence of these behaviors is that the teachers' acts encourage pupils to believe that if they try they can succeed. Some beginning teachers experience difficulty because they expect too little and rationalize their actions by underestimating what can reasonably be expected of "these kinds of kids." Others have difficulty because they set rigid goals which are beyond even their most able pupils on the pretext that the curriculum must be "covered". Successful beginners set standards which reflect pupils' needs without pondering to them. Because they accomplish tasks which they themselves value and because they are capable of evaluating their own success, pupils in these classrooms seek little external reinforcement.

The program of teacher education cannot include a course in educational psychology and assume that such study will influence students' future behavior as teachers. The emphasis must be on opportunities for students to behave in ways which indicate they understand the nature of learning at the same time they support their actions with theories and principles of learning.

The Nature of Teaching

A good behavioral indication of whether a beginner understands the nature of teaching is his willingness to listen to pupils. Professional listening requires that the teacher (1) be attentive, (2) remember and (3) utilize pupils' talk. Being attentive means giving the youngsters real attention--not allowing him to address a teacher distracted by other tasks or engaged in other responsibilities. Remembering what pupils have said enables the teacher to understand the process of pupil growth and to plan future activities. The teacher's ability to use pupils' ideas is reflected in his questions and in the manner in which he attempts to extend thinking by combining pupils' statements and encouraging clarification.

All of these critical behaviors are derived from the intern's initial willingness to listen. Less successful beginners seem to regard their pupils' talk as some form of interference while more successful teachers attempt to elicit pupil talk as one of their major purposes. If teacher education programs are to be derived from successful teaching behaviors, then there must be plans for offering students practice in listening and using pupils' ideas.

The Nature of Self

The behavior which indicates that a teacher is aware of himself is his willingness to examine his own motivations and an ability to understand the nature of the influences he is exerting on his pupils. This is the most difficult area in which to offer instruction, yet, perhaps the most important.

Successful beginners assume major responsibility for the quality of their interaction with youngsters and do not regard others, the pupils or environmental conditions responsible for their actions. They are also aware of their feelings and attitudes and recognize when they act in anger or in response to some prejudicial attitude.

More important is the ability to consciously control their behavior. They decide when they will be eliciting or directing, stimulating or calm.

The program of preparation should include many opportunities for students to evaluate and describe their own actions. Practice in understanding and controlling their own behavior would make any program of teacher education truly useful preparation.

Figure 1. is an attempt to summarize the preceding discussion of the relationship between the behaviors required of beginning teachers and the six areas of study from which the behaviors are derived. These six areas should not be regarded as six courses. They are the areas from which the courses in the professional sequence should be developed. Each course in the professional sequence should include some material from all six of these areas.

Figure 2. indicates the five courses proposed as the professional sequence, the related field work and the approximate time required for these experiences. In total, this program would account for approximately one-fourth of the student's undergraduate hours exclusive of the period of internship which is viewed as a fifth year to bridge the gap between a student's preparation and his first year of practice.

Figure 1.

SOURCES OF
THE PROFESSIONAL SEQUENCE

Areas of Study From Which Successful Teacher Behavior is Derived	Examples of Successful Teaching Behaviors	Examples of What Should Be Practiced in the Program of Preparation to Develop Required Behaviors
1. The Nature of Subject Matter	1. Enthusiastic about subject matter	1. Arouses youngsters' interests in studies which they do not enjoy or in areas which are new to them.
2. The Nature of Children and Youth	2. Organizes classroom in terms of youngsters' developmental levels.	2. Prepares materials, gives directions and simultaneously guides the work of various groups of youngsters.
3. The Nature of the Educational Setting	3. Demonstrates basic respect for pupils.	3. Gathers data about the school neighborhood and applies this knowledge to unblock or increase youngsters' learning.
4. The Nature of the Process of Learning	4. Sets standards which lead to success.	4. Sets individual standards at which youngsters can succeed and which they regard as worthwhile.
5. The Nature of Teaching	5. Uses pupils' ideas to clarify thinking and values.	5. Listens to pupils. Remembers what they say. Uses their ideas to clarify their thinking.
6. The Nature of Self	6. Evaluates his own ideas, feelings and behaviors.	6. Introspects regarding the effects of his attitudes and behaviors on his work with the youngsters.

Figure 2.

THE PROFESSIONAL SEQUENCE

Courses	Related Field Experiences	Approximate Time
1. Educational Foundations (Basic concepts from the fields of psychology, sociology, anthropology, humanities and social science which have relevance for the work of the teacher.)	- Tutoring - Individual Guidance - School Aide	10 weeks 8 hours per week
2. Urban Studies (An application of social science principles to the school neighborhood in which the student is working.)	- Work in a community agency	20 weeks 12 hours per week
3. The Observation and Analysis of Teaching (By focusing on real situations students are helped to learn about their perceptions, interpretations, and value judgments regarding teaching-learning situations.)	- Direct Observation in schools - Indirect Observations via films, tapes and T.V.	15 weeks 8 hours per week
4. Educational Research (A study of various descriptive systems of teaching. An emphasis on research skills that will enable the student to systematically study his own teaching.)	- Student Teaching	15 weeks full days
5. Methods and Media of Teaching (An application of methods to the students' first responsible teaching. Practice in the utilization of all available means of educational technology.)	- Internship	35 weeks full days

SUGGESTIONS RELATED TO OFFERING THE PROFESSIONAL SEQUENCE

1. The program should be viewed as the preparation of a beginning and not a completely finished teacher. The emphasis is on developing the student's propensity for in-service self improvement, not on his demonstrated mastery of teaching skills while a student. In order for the guidance and supervision offered students and beginning interns to be truly helpful, college faculty and public school personnel must share this view of pre-service preparation.

2. The program should bridge the gap between a particular university and urban school system. Internship programs and joint appointments are very useful in this regard. Most important, however, is a feeling of responsibility to the urban school system on the part of the college faculty who participate and a feeling of involvement in teacher education on the part of the public school personnel. This mutual commitment is a potent force in motivating students to enter urban schools and to remain as successful beginners.

3. Students' first requirement is to become successful college students. They should be free to volunteer for the program preparing urban teachers once they have demonstrated they are likely to remain in college.

4. Students' professional coursework should be centered on the school neighborhood in which they will actually work. For example, a course in urban studies might include the preparation of a term paper, report, or film on the student's actual school neighborhood; a course in research methods might include interviewing parents and other citizens of the particular school neighborhood.

5. Wherever possible, student teaching and internship experiences should be offered in the same schools to which students are assigned as regular teachers. This will enable the student to readily transfer and apply what he learned as a student to his work as a regular teacher.

6. Teachers, principals and other personnel from schools used as training centers should participate as fully as possible in offering coursework, supervising direct experiences and as resource people.

7. Since experimental programs require a great deal of extra time for meetings, planning and evaluation, college faculty who participate should have a reduced number of students and classes to teach.

8. Faculty commitment is a crucial element. High turnover and limited involvement by college personnel who are responsible for the program should be avoided. Various experiments of teaming faculty members who have particular competencies and attaching them to a particular class or group of students should be tried and evaluated.

9. Graduates of the program should be followed into practice and evaluated. Wherever possible, elements of the program should be revised in response to the graduates' teaching performances.

10. Components of the program should be developed and offered to in-service teachers who wish to improve or to transfer to urban areas. A modified professional sequence based on the internship should be developed as a fifth year program for college graduates who decide they are interested in urban teaching.

Summary

This paper has emphasized four main considerations of a teacher education program that would attempt to prepare teachers for urban schools: the degree to which the program is individualized, the nature of the personal models exerting influence on students and the kind of help and freedom offered students in the course of their field work.

Before proposing a professional sequence the source of such a sequence was described as composed of six areas of study. Samples of teacher behavior which exemplified each of these areas was presented. These were, the nature of subject matter (enthusiasm); the nature of children and youth (organization); the nature of the educational setting (respect); the nature of the process of learning (standard-setting); the nature of teaching (listening); and the nature of self (introspecting).

Following this analysis five courses were proposed as the professional sequence for urban teachers: educational foundations, urban studies, the observation and analysis of teaching, educational research and methods and media of teaching.

Suggestions for offering the program focused on the nature of the involvement of college and public school personnel in the joint effort of preparing teachers.